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ABSTRACT

This 25-item scale for rating prekindergarten children concerns personal and cognitive skills. Directions for using the scale are provided. Personal skills include personal hygiene, communication skills, eating habits, relationships with the teacher, peer relations, and personal behavior. Cognitive skills rated are verbal skills, object recognition, and task performance. (DB)

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PRE-KINDERGARTEN SCALE

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Directions

In using this scale, the following instructions should be followed.

1. Use a number 2 lead pencil (not a pen) for all work on this scale.
2. Write the child's name in the space provided.
3. Write your name in the space provided.
4. Write the date the child first entered the class.
5. You should read each question carefully and choose the one of the four descriptions that best fits the child.
6. In marking your responses on the answer sheet, if on question one the number 2 description best fits the child, fill in the second space as shown below.

1.	----	----	----	----

If the number 4 description best fits the child fill in the fourth space as shown.

1.	----	----	----	----

7. If you have not had an opportunity to observe the child carefully enough to answer a question use the last answer "5". Have not observed.

PERSONAL SKILLS

1. When communicating with his teacher, this child:
   1. nearly always expresses a complete thought
   2. usually expresses a complete thought
   3. uses incomplete thoughts
   4. uses gestures only.
   5. Have not observed.

2. In communicating verbally with others, this child usually can be understood by:
   1. his classmates and teachers
   2. his neighbors and close friends
   3. his immediate family only
   4. no one.
   5. Have not observed.

3. When washing for lunch this child:
   1. washes hands and face without help or supervision
   2. washes hands and face but requires supervision
   3. washes hands and face but needs help in finishing
   4. finds it impossible to wash hands and face without extensive help.
   5. Have not observed.

4. In this child's use of the toilet, he:
   1. has satisfactory habits
   2. usually has satisfactory habits but on rare occasions wets or soils self
   3. occasionally wets or soils self
   4. often wets or soils self.
   5. Have not observed.

5. At lunch this child usually eats or tastes:
   1. all of the selections served
   2. most of the selections served
   3. only selections that are also served in his home
   4. only one or two of the selections, or else refuses to eat or taste any of the lunch.
   5. Have not observed.

Relationships With Teacher

6. When receiving needed help from his teacher, this child:
   1. actively responds to the help
   2. bashfully responds to the help
   3. passively receives the help
   4. withdraws from the offered help.
   5. Have not observed.

7. When emotionally or physically upset, this child:
   1. turns to his teacher for comfort and reassurence
   2. accepts and responds to unsolicited comfort and reassurences from the teacher
   3. passively accepts unsolicited comfort and reassurence
   4. resists teacher's attempts at comfort and reassurence.
   5. Have not observed.

8. When engaged in an activity that should not require adult assistance, such as block building, this child:
   1. does not need adult attention
   2. needs adult attention occasionally
   3. needs considerable adult attention
   4. needs constant adult attention.
   5. Have not observed.

9. If this child is involved in a minor accident, such as dropping a toy, he seems to expect from his teacher:
   1. little attention
   2. sympathetic attention
   3. a verbal reprimand
   4. physical punishment.
   5. Have not observed.

10. When you, as this child's teacher are terminating one type of activity and preparing for another, this child:
    1. starts some constructive activity that does not require adult help
    2. waits patiently for the new activity
    3. becomes restless and nervous
    4. requires adult attention.
    5. Have not observed.

Peer Relations

11. When this child is engaged in group activity such as singing, class games, etc., he can usually be observed:
    1. leading the group activity
    2. actively following the group
    3. following the group only after some urging
    4. observing the group without actively participating.
    5. Have not observed.

12. When another child wants to play with one of this child's toys, he:
    1. nearly always offers to share the toy
    2. often offers to share the toy
    3. occasionally offers to share the toy
    4. very rarely offers to share the toy.
    5. Have not observed.

13. If a classmate were punished this child would:
    1. express sympathy
    2. generally not express sympathy
    3. seem to enjoy his classmate's discomfort
    4. verbally express his pleasure in seeing his classmate's punishment.
    5. Have not observed.

14. When this child wants to use an object a classmate is using, he:
    1. asks the classmate's permission to use the object
    2. waits until the classmate is through with the object and takes it without permission
    3. asks his teacher if he may use the object that his classmate is using
    4. occasionally takes object while classmate is using it without asking permission.
    5. Have not observed.

15. During free play, this child:
    1. usually plays with others
    2. occasionally plays with others
    3. usually is satisfied to play by self
    4. usually passively observes play in others.
    5. Have not observed.

Personal Behavior

16. When this child spills something, he:
    1. nearly always begins cleaning up without prompting
    2. occasionally requires prompting to begin cleaning up
    3. begins cleaning up only after prompting
    4. does not attempt to clean up even after prompting.
    5. Have not observed.

17. When engaged in motor activity such as running or climbing, this child:
    1. is always careful to avoid injury
    2. occasionally exposes self to possible injury
    3. frequently exposes self to possible injury
    4. has no regard for personal safety.
    5. Have not observed.

18. When this child is asked if he can do a task that he is capable of, he:
    1. nearly always expects to succeed
    2. expresses some confidence in his ability to do the task
    3. expresses some concern over his ability to do the task
    4. usually expects to fail.
    5. Have not observed.

19. This child's physical energy is generally expressed in:
    1. organized, purposeful games
    2. random, unstructured play
    3. repetitive mechanical movements
    4. wild motor activity to discharge tension.
    5. Have not observed.

20. When exposed to new situations such as field trips, new games, or strangers, etc., this child:
    1. is very curious and asks many questions
    2. shows some curiosity and asks some questions
    3. has limited curiosity which is easily satisfied
    4. shows no curiosity.
    5. Have not observed.

Cognitive Skills

21. When this child is asked to repeat what his teacher said, he:
    1. can repeat complete sentences
    2. can repeat most words
    3. can repeat most sounds
    4. has much difficulty repeating sounds or words.
    5. Have not observed.

22. When this child is asked his name and address, he:
    1. gives both full name and address
    2. gives full name
    3. gives first name only
    4. cannot give either name or address.
    5. Have not observed.

23. When this child needs to use the toilet, he:
    1. uses complete sentences to express need
    2. uses phrases to express need
    3. uses limited speech but does not specifically mention need
    4. uses gestures to communicate need.
    5. Have not observed.

24. When this child is given a picture, he:
    1. can use actions in the picture to recite a story
    2. can relate articles in the picture to action, but is unable to connect actions into a story
    3. can name articles and people in pictures but cannot specify the actions
    4. cannot name articles in the picture.
    5. Have not observed.

25. When this child is given instructions on how to perform a task, he has:
    1. little difficulty in following the instructions
    2. some difficulty, but he does not require assistance
    3. difficulty, in that he requires some assistance from others to finish the task
    4. such difficulty that he cannot complete the task even with assistar
    5. Have not observed.